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DEPT. OF EDUCATION
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HEALTH

junior division

EDUCATIONAL TELEVISION SERIES 1967-68

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue/Toronto 17

program schedule

HEALTH
junior

12 programs of 15 minutes each

PROGRAM NO.	CBC 9:30	CBOT 9:30	CHCH 9:30	CJOH CJSS 9:30
1	Nov. 30	Nov. 9	Jan. 24	Jan. 17
2	Dec. 7	Nov. 16	Jan. 31	Jan. 24
3	Dec. 14	Nov. 23	Feb. 7	Jan. 31
4	Feb. 22	Nov. 30	Mar. 13	Mar. 6
5	Feb. 29	Dec. 7	Mar. 27	Mar. 13
6	Mar. 7	Dec. 14	Apr. 3	Mar. 27
7	Mar. 28	Jan. 11 (9:45)		
8	Apr. 4	Jan. 18 (9:45)		
9	Apr. 11	Jan. 25 (9:45)		
10	Apr. 18	Apr. 10 (9:45)		
11	Apr. 29	Apr. 17 (9:45)		
12	May 2	Apr. 24 (9:45)		

DETACH ENTIRE PAGE ALONG THIS PERFORATION

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HEALTH, Junior 2 4 6

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HEALTH

12 programs of 15 minutes each for pupils in grades 4, 5 and 6.

This guide contains notes for programs 1 to 10. Notes for 11 and 12 will be published at a later date.

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Teachers Guide Prepared by

L. B. SMITH, Chief Supervisor of Physical Education for Public Schools, Scarborough Board of Education

general introduction

This series of twelve television programs will give elementary school teachers an exceptionally good basis for an almost complete course in Health. The programs will be full of interest to children. Learning will be encouraged by the sequential questioning of the television teacher and the discovery of answers to problems. This will be accomplished through experiments and a wide variety of other visual aids.

Teachers will notice that some topics (e.g. Twenty White Horses, program five in this series) discuss problems of special interest to specific age levels. (In this case the pupil will find his questions answered regarding his "baby teeth".) By relating this to actual experiences of children in the class, or to that of a brother or sister, the problem can become real and meaningful.

This series will motivate both teachers and pupils so that they will enjoy a study that is fascinating and full of wonder. It will introduce children to the mysteries of the human body, its well designed structure and its intricately controlled operation. Teachers will appreciate this new approach as they help girls and boys discover "ALL ABOUT YOU".

program one

ARE YOU A MACHINE?

This first program will serve not only as an introduction to the television teacher and her methods, but also as an interest-arousing device to establish a questioning approach in the minds of the pupils. The primary purpose of this lesson is to have the child discover that his mind and his body are infinitely more wonderful than any machine ever invented.

PROGRAM CONTENT

Here a walking, squawking toy man is used as an example of a machine. In some ways this machine is a like a human body but in many ways it is not. Your class will discover that he cannot hear, learn or understand.

Then you will look inside the mechanical man to see what makes him go. This leads to a look inside a human body, and the pupils will be introduced to an anatomical model which will be used as a teaching aid several times in this series.

By comparing the mechanical man with the anatomical model, the children will learn that both have an orderly arrangement of parts and that each part is necessary. They will begin to identify important parts of their bodies and understand the concept that for every function of the body there is an orderly arrangement of structures. This is important as a base for the child's continuing study of his own mind and body.

The lesson finishes by using an amusing trick photograph which teaches what a dull world it would be if all human beings, like factory built mechanical toys, looked exactly alike.

POINTS OF EMPHASIS

1. Ways in which human bodies are like machines
2. Ways in which they are not
3. Human bodies are infinitely more wonderful than any machine ever invented (compare computers, optical instruments, etc.).

SUGGESTED PRE-VIEWING ACTIVITIES

1. Examine a mechanical toy. What makes it go? What can it do?
2. Pupil drawings: Make a large crayon drawing of what they think they look like inside. Collect drawings.
3. Discuss pupils' ideas of how to enjoy the new teacher on television whom they will meet; Miss Louise Sperling.

SUGGESTED POSTPOST-VIEWING ACTIVITIES

1. Examine mechanical toy again. What can it not do?
2. Pupil drawing: Repeat, using new concepts gained from lesson. Compare finally, first drawing.
3. Discuss Miss Sperling's teaching methods and the pupils' ability to relate to this new personality.

WORD CONCEPTS

organs, heart, stomach, liver, model, lungs, intestines, digested

Suggested Resources

The Wonderful Human Machine, *American Medical Association*, 1961.

Health Teaching in Schools, *Ruth E. Grout*, W. B. Saunders Company.

The Girl Next Door, (pages 155-165), *Health and Personal Development Series*, W. J. Gage Limited.

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program two

TWO HUNDRED BONES

This program will give children an elementary concept of the function and purpose of the skeleton with an emphasis upon the spine, the rib cage and the skull. The TV teacher poses a series of questions and answers, using pupil participation, anatomical models, diagrams and short film sequences.

PROGRAM CONTENT

The first concept shown is that a framework is needed to support a house of cards, a real house and the human body. By pressing with their fingers the pupils discover their own framework of bones. By counting bundles of sticks, they learn the large number of bones each body needs.

By introducing a skeleton, "Mr. Bones", the general arrangement of large bones is demonstrated. The class will learn that the skeleton is not just a "Hallowe'en spook" but rather an important flexible framework with special functions that are needed for action and protection.

The flexibility concept is demonstrated by a rag doll and a discussion of circus performers. The child now learns that the first idea of a framework (as in a house) is an incomplete description of his bone structure.

To learn the action of the spine, the child presses the bones in his neck and down his back, then stands and bends forward, backward and to the side. He also watches a demonstration which contrasts a stiff rod with wooden spools threaded on a wire. Thus he will learn the nature and function of the spine.

Similarly, using "Mr. Bones", a study of the "rib cage" is made showing the ribs as protection for the important organs within (lungs, heart, liver).

The skull of a monkey is used to study the head: the openings, the protective concept and the movement of the jaw bone.

The TV teacher will summarize the important points in her lesson.

POINTS OF EMPHASIS

1. The body has a framework of bones which provides shape and support.
2. Bones help the body move in many directions.
3. Bones protect important parts of the body.

4. The study of Health can be really interesting as we learn how wonderful is this human machine.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Make a class collection of bones (boiled in a detergent solution before bringing to school).
2. In groups, cut out and assemble cardboard skeletons.
3. Gather a rag doll, ten spools and a piece of wire.

SUGGESTED POST-VIEWING ACTIVITIES

1. Demonstrate the new concepts learned using the items gathered beforehand.
2. Enrichment activities:
   —study X-rays of bones
   —study bone marrow, bone growth and repair of bones
   —study joints
   —accident prevention (sports equipment to prevent broken bones)

WORD CONCEPTS

skeleton, spine, skull, framework, rib cage, brain

Suggested Resources

The Wonderful Human Machine, *American Medical Association*, 1961.
Health Teaching in Schools, *Ruth E. Grout*, W. B. Saunders Company.
The Girl Next Door (Pages 155-165), *Health and Personal Development Series*, W. J. Gage Limited.
Five in the Family (Pages 73-80), *Health and Personal Development Series*, W. J. Gage Limited.
Chart: When You Move About, W. J. Gage Limited.

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program three

NO STRINGS ON YOU

Continuing the concept of the body as a special kind of machine having a framework of bones to help it to move, the need for muscles is now introduced. The child will learn the importance of muscles as bands to hold the framework together to give the body shape and to make movement possible. The first health behaviour concept of this series will be covered, that of the importance of vigorous exercise to a healthy body.

PROGRAM CONTENT

The program opens with an interesting comparison of the controlling strings of a puppet and the muscles and tendons of the body. To discover what makes their bodies move, the pupils will then feel their own arms, legs, chest and face. A turkey wing will be used to show them what muscles and tendons look like. The concept that the children will gain is that for even the slightest movement of the body, or any part of it, there is a group of muscles which must work together to make the movement possible.

Some muscles work only when they are told. The TV teacher demonstrates this by wiggling her ears.

The intricate work of muscles to produce handwriting can be learned with much practice. Here two samples of a child's writing will show how muscle control can be achieved.

Finally, playground activity will point up the importance of exercise in the development of muscles and strong healthy bodies.

POINTS OF EMPHASIS

1. Without muscles the body cannot move.
2. The use of some muscles can be controlled and action skills learned.
3. To maintain good muscle tone, human bodies require vigorous activity every day.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Using equipment gathered for earlier programs, review the machine concept and the function of the skeleton.
2. Art work—make string-controlled puppets.
3. Gather handwriting samples from an earlier grade.

SUGGESTED POST-VIEWING ACTIVITIES

1. Review this program using the materials gathered.
2. Measure the girth of muscles (biceps).
3. Test the strength of muscles (arm wrestle).
4. Study the size and strength of muscles of people in various occupations. Why is there a wide range of difference?
5. Determine whether some members of the class have a lack of good muscle tone. Discuss with parents and the nurse whether increased physical activity is indicated.

WORD CONCEPTS

muscles, joints, tendons

Suggested Resources

Curriculum P. 5, Curriculum J. 5, *Ontario Department of Education.*

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program four

WHAT'S YOUR FUEL?

Machines require fuel. The body, like a machine, also requires fuel. This program will show how food is changed into fuel; an elementary concept of the digestive system. It will build on the preceding concepts of the body as a type of machine, having a skeleton and muscle system to allow it to move, now requiring fuel for this purpose.

PROGRAM CONTENT

The pupils first discover that a toy steam engine which hisses and puffs along requires fuel. Then by using diagrams and models, the teacher shows how we mash, moisten and swallow our food and its passage into the food tube, stomach and intestines. Thus the digestive system is introduced.

By using an electric blender and a typical lunch, the liquid consistency of digested food will be demonstrated. Then the class will see the passing of the digested food from the intestines into the body as fuel, or out of the body as waste. The children will be asked to make a map to show how their suppers will travel through their digestive systems.

POINTS OF EMPHASIS

1. Machines require fuel; so do our bodies.
2. Our bodies change food into fuel through our digestive systems.
3. To be healthy, a body requires good quality fuel.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Show a toy steam engine (note: steam engines are hazardous and must be used with care.)
2. Give children some food (peanut, raisin, etc.) and discuss what they think happens to it. Don't solve the problem yet, just set the stage for the TV program.

SUGGESTED POST-VIEWING ACTIVITIES

1. Demonstrate the need for fuel in the steam engine. Remove fuel and watch the power of the engine reduce.
2. Proceed with an elementary study of nutrition. Use film, "Food for Freddy". Discuss Canada's Health Rules.
3. Enrichment activities—study food habits of others (early man, various countries, various age groups, various animals, etc.)
4. Questions for discussion:
   a. What happens when a car runs out of gas?
   b. How do you feel when your fuel supply runs low?
   c. When does a car use most fuel? Less fuel? When do you?
   d. Do cars grow? Do you? Which foods help you to grow?

WORD CONCEPTS

fuel, stomach, intestines, food tube, digested, waste

Suggested Resources

Film—Food For Freddy, *Ontario Department of Education, Audio-visual Section.*

Nutrition experiments, *Associated Milk Foundation of Canada*, Thorncliffe Park Drive, Toronto 17, Ontario.

program five

TWENTY WHITE HORSES

This lesson will build on the introduction to the digestive system discussed in program four and will cover the function of teeth. There will be particular emphasis upon the replacement of "baby teeth" by permanent teeth. Because this will be of prime interest to six or seven year olds, the teachers of older children will want to make the adjustment by referring to brothers and sisters or the child's memory.

PROGRAM CONTENT

The TV teacher will use a riddle to introduce this topic:

"Twenty white horses upon a red hill,
Now they tramp, now they tramp, now they tramp,
And now they stand still."

The cutting and grinding action of teeth will be demonstrated by using scissors and pliers on an apple. This is the initial stage of digestion.

By using a model, the structure of a tooth and the gums are shown. The children learn that not only the roots of the baby teeth are hidden by the gums, but also a whole set of permanent teeth.

The children will learn an elementary concept of the causes of dental cavities through photographs and a cartoon story. This leads to a study of dental health.

POINTS OF EMPHASIS

1. An important stage of good digestion is the work of the teeth.
2. Permanent teeth are especially important.
3. Good dental health is essential.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Discuss the sequence of the digestive process (from program four).
2. Collect several teeth—animal, baby or artificial.
3. Distribute several mirrors and let class discuss teeth from their observation.

SUGGESTED POST-VIEWING ACTIVITIES

1. Repeat the observation by mirror study. What new information has been learned?
2. Test the action of chewing by using a piece of apple or raisin or nut. Compare action of tools as shown on the telecast.
3. By using a large comb smeared with peanut butter, let children learn how hard it is to clean in all the crevices.
4. Discuss prevention of accidents to the teeth of athletes.
5. Invite a dentist to visit the classroom.
6. If the school nurse and parents approve, discuss any dental problems you observe with individual pupils.

7. Enrichment—study fluoridation of water supplies.

WORD CONCEPTS

first teeth	second teeth	gums
baby teeth	permanent teeth	cavities

Suggested Resources

Dental Health wall chart (15 cents), *National Dairy Council*, 111 North Canal Street, Chicago, Ill. 60606.

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program six

TAKE A DEEP BREATH

This important lesson will demonstrate the need for AIR and will help your class understand how air enters and is used in the human body.

PROGRAM CONTENT

The TV teacher opens the lesson by playing a flute as a demonstration of one unusual use of air. Next she introduces the concept of the function of the lungs by blowing through a tube into a jar inverted in a pan of water. Soon the jar fills with air.

Breathing will be discussed, then another demonstration shown using a burning candle. The candle will go out when air is excluded. Similarly the body requires air to function properly.

To show how air enters the body, the teacher will show a diagram of two tubes, the food tube to the stomach, and the air tube to the lungs. By feeling the front of the neck while they swallow, the pupils will feel the ridges on their windpipes.

An anatomical model will be used (refer to program one) to show the location, size and shape of the lungs. The children will feel the action of air in their own bodies.

Divers will be shown under water to demonstrate the need of an air supply at all times. Warning will be given against hazards which shut off the supply of fresh air (plastic bags, old fridges).

POINTS OF EMPHASIS

1. The body requires fresh air at all times.
2. Avoid hazards which will restrict air supply.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Have a pupil blow bubbles into a pan of water (a learn-to-swim technique). Discuss what is happening. Let him learn to continue rhythmically.

SUGGESTED POST-VIEWING ACTIVITIES

1. Review the candle experiment using a plastic bag. Take great care not to burn the bag. Use a very small candle. Discuss the real danger of plastic bags.

2. Discuss good breathing habits and poor habits (those unpleasant to others).
3. Conduct an experiment to see if plants need air.
4. Enrichment activities:
   —study artificial respiration
   —study the hazard of smoking
   —study air pollution

WORD CONCEPTS

windpipe, lungs, flute

Suggested Resources

Healthful Living (teachers' reference), *Diehl*, McGraw Hill Company.

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program seven

YOUR WONDERFUL PUMP

This lesson demonstrates the work of the heart and blood system so that the class will understand its importance and gain an elementary knowledge of how it works together to perform a vital function.

PROGRAM CONTENT

The children hear a mystery sound, the "lub-dub" of a heart beat, then a stethoscope will remind them of those times that a doctor has listened to their hearts working. They see various pumps in action so that the concept of the heart function is understood.

The quantity of blood in the body is demonstrated (quart bottles). An anatomical model is used in this lesson to show the location and shape of the heart and its relation to the large blood vessels. The heart sections are referred to as rooms in a house with doors between them which must open and close in turn (valve concept).

The TV teacher gives a simple demonstration of the pumping action of the heart by squeezing her own hand in water. Then the pupils are directed to the model again to discover where the openings of the heart are located.

The next concept to be covered is that of the system of blood vessels which the children look for and feel in their own arms.

A model train is used to show how the blood stops to pick up fuel in the intestines and air in the lungs. The lesson concludes with the mystery sound, "lub-dub".

POINTS OF EMPHASIS

1. The heart sounds and works very much like a special kind of pump.
2. Blood is a miraculous kind of fluid which flows through the body and performs many special functions.

3. The blood vessels are designed to take the blood from the heart to where it is needed and then to return it for treatment to the lungs.

SUGGESTED PRE-VIEWING ACTIVITIES

1. Collect two or three types of pumps (hand lotion dispenser, bicycle tire pump, air mattress pump).
2. Rather than discuss the lesson beforehand, achieve an attitude of expectancy by awaiting the mystery sound of "lub-dub".

SUGGESTED POST-VIEWING ACTIVITIES

1. Demonstrate some of the pump functions seen on the program.
2. Have children locate pulses in wrists and neck areas.
3. Borrow or make a simple stethoscope to listen to the heart beat (long cardboard tubes will do).
4. Enrichment activities—study blood banks and their use, and study first aid for bleeding.

WORD CONCEPTS

heart, blood, blood vessels, stethoscope

Suggested Resources

Science: A Way to Solve Problems, Teachers' Annotated Edition, *Bernard, Stendler, Spock, Beelar*, MacMillan Company

About Yourself, *Bauer, Baruch, Montgomery and Pounds*, Scott, Foresman and Company

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program eight

GETTING THE MESSAGE

This lesson will demonstrate the function of the five senses; seeing, hearing, tasting, touching and smelling. It then shows how these senses reach the important message centre, the brain.

PROGRAM CONTENT

The TV teacher will help pupils to explore the world of the senses by using audio and visual experiments. They will come to learn the importance of their eyes and ears as they learn.

In one experiment, the teacher, blindfolded and earmuffed, tries to identify an object in a mystery box. By using her senses of feeling, smelling and tasting she finally discovers that it is an apple.

To explain the pathways of learning within the body, a messenger boy is seen carrying messages. Various organs receive messages and these are routed to the brain along a network of nerves. An animated diagram shows how this works.

Rats are then shown in a maze, to study how they learn through their senses.

The program ends with a question to challenge the pupils, "Do your senses sleep when you are asleep?"

POINTS OF EMPHASIS

1. We learn about the outside world only through our senses.
2. These are related to the brain through a wonderful, but involved network of nerves.
3. To remain in good health we must prevent damage to our sense organs and brain.

SUGGESTED PRE-VIEWING ACTIVITIES

Ask your class to describe in detail everything they know about an orange (colour, size, shape, smell, taste, feel). For each, ask, "How do you know?" This will start them thinking about how learning takes place.

SUGGESTED POST-VIEWING ACTIVITIES

1. Set out a number of objects on a desk with varied colours, sizes and shapes. After a few seconds observation by the class, cover the objects. What can the pupils remember? Did their message centres store the information correctly?
2. Test the senses of taste and smell. Have pupils smell a series of liquids and attempt to identify them. Then let them taste a small amount of each in separate cups. Which sense produced the better results? Keep eyes closed while testing.
3. Discuss the use of the senses in safety (traffic, fire, slippery surfaces, hot objects, posions, bad food).
4. Enrichment activities—study the life of Helen Keller, study aids to hearing and sight.
5. If there are pupils in the class with suspected hearing or sight problems, discuss these with parents and the school nurse.

WORDS CONCEPT

senses, brain, nerves

Suggested Resources

Film—You and Your Five Senses, *Walt Disney Productions*, 10 min. colour

Film—Our Wonderful Eyes and Their Care, *Coronet Films*, 11 min. colour

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program nine

YOU AND YOUR FEELINGS

This lesson is intended to help pupils understand that all people have feelings. There are times when everyone feels happy, sad, angry or afraid. It is important to consider the feelings of others.

PROGRAM CONTENT

The TV teacher, through a bit of dramatic play with a puppet named "Muggsy", shows the differences between feelings that come "from inside". The pupils will see how easily feelings can be hurt.

The children try to place themselves "in someone else's shoes" to help them know how others feel. Then they try to understand another's feelings by looking at facial expressions in several photographs.

A sequence of pictures of a girl's first day at school illustrates the problem of mixed feelings. Finally, the concept that as people grow up their feelings should grow up too, is taught as the TV teacher tells about herself.

POINTS OF EMPHASIS

1. Everyone has varied feelings.
2. We must expect our feelings to change as circumstances change.
3. We must try to understand other people's feelings and look for clues to let us know what they are. Thus we can become more considerate.
4. Good mental health includes an understanding of one's own feelings and consideration for others' feelings.

SUGGESTED PRE-VIEWING ACTIVITIES

Have the children tell of those times when they experienced various feelings or observed them in others.

SUGGESTED POST-VIEWING ACTIVITIES

1. Discuss the relationship of feelings to Health. Try to describe a family with good mental health (elementary inter-personal relationships).
2. Find out what things once frightened your pupils, but do not do so now. Are their feelings "growing up"?
3. Encourage children to discuss their fears with a mature person they trust.
4. Determine if fears are of any real value. Do they sometimes protect us? Discuss accident prevention (traffic, water, fire safety).
5. How can control of our feelings or respecting others' feelings sometimes keep us out of trouble? (The "Golden Rule")
6. Act out situations to demonstrate considerate responses to others' feelings, as compared to inconsiderate responses. (Comic strip characters are often good examples.)

Suggested Resources

"Mental Health in the Classroom", *Journal of School Health*, September 1963

program ten

MY HOW YOU'VE GROWN!

Here we see that the body differs from our first concept of it as a machine, in that it has the capacity to grow. This program shows cells of various body tissues and the children learn that they, themselves, grow by adding new cells.

PROGRAM CONTENT

The TV teacher shows how a house of blocks grows as new blocks are added. The growth concept is developed from this simple illustration. The term "cells" is introduced and a microscopic section of a plant stem is shown to describe this structure.

Large drawings of various types of cells are examined. These are from different organs. The pupils see that skin, bone, muscle, nerve and blood cells differ in appearance as well as in function. A correlation between structure and function is suggested.

The children see dramatic time-lapse photography and observe division and the concept of growth by adding new cells.

Finally a baby boy is shown. The pupils will realize the amount of growth needed for him to become a man and will become conscious of the wonders of human development, even within their own bodies.

POINTS OF EMPHASIS

1. Bodies are made of cells and grow by adding cells.
2. Bodies and their parts grow at varying rates. Size or rate of growth may affect one's personality but must not be allowed to spoil it. ("Don't judge a man's worth by his size or girth.")

SUGGESTED PRE-VIEWING ACTIVITIES

Review program 1, "Are you a machine?" and discuss the rapid growth of babies.

SUGGESTED POST-VIEWING ACTIVITIES

1. Use a good magnifying glass or microscope to examine cells. Onion skins are good for this.
2. Hatching of frog, toad, snail or fish eggs is an excellent experience for understanding cell division as it is related to growth.
3. Discuss reactions to large or small persons and consideration of their feelings.

WORD CONCEPTS

cell, nerve

Suggested Resources

Film—Animals Growing Up, *Encyclopedia Britannica Films*, 11 min. black and white

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Note: program notes for programs 11 and 12 will be published at a later date.

FOR OPTIMUM VIEWING CONDITIONS

1. Review Teacher's Guide well in advance of each telecast.

2. Have the set on and adjusted, sound off, prior to telecast.

3. Assure student comfort
   - — located for best viewing
   - — no glare, reflection on screen
   - — room properly ventilated
   - — suggested materials ready
   - — within maximum of 20′ of the screen

4. Seat yourself where you can observe both the telecast and your students' reactions.

This diagram shows the suggested placement of the television set: